**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:1st Grade** | | | **Date(s)**: 9-17-12 to 9-19-12 |
| **Unit Title:** Wanted: A Few Good Friends | | | **Corresponding Unit Task:** Creating a Digital Memory Book | | |
| **Essential Question(s):**  How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **chart showing character traits of a good friend (from Task 2)**  **I am a good friend story frame**  **computers (PowerPoint)**  **writing checklist** | | | | **PowerPoint – a digital tool used to share information**  **capitalize – to begin a word or group of words with a capital letter**  **punctuation – symbols used to make writing clear** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **W.1.6** - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   **I Can Statement(s):**  **I can write an opinion.**  **I can focus on a topic.**  **I can use PowerPoint to publish my writing.**  **I can demonstrate the correct use of capital letters and punctuation.**  **Instructional Plan:**  Day 1  **APK –** Brainstorm with a shoulder partner …. How do I know I am a good friend? Read the story Me I Am by Jack Prelusky. Tell students that it is a book about someone and they will be creating a book about themselves.  **Guided Practice** - The teacher will prepare the students for completing this task by conducting a guided writing activity. When introducing the writing activity, the teacher will note the following language and grammar conventions:   * Correct Capitalizing the pronoun “I” * Capitalizing a person’s name * Proper spacing between words * use of capital letters and periods   **Independent Practice** - Each student will be asked to choose three of the characteristics of good friends identified in Task 2 that they feel best describe them personally and add them to the following story frame.  My name is \_\_\_\_\_\_.  I am a good friend because  I am \_\_\_\_\_\_\_.  I am also \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ .  **Closure** - When the students have completed the initial writing assignment, they will work in A-B partners to share their writing. A-B partners could be repeated several times in order to provide practice with oral reading.  **Day 2 and Day 3 (Day 3 - Independent Practice and Closure)**  **APK –** The teacher will provide a time either in the computer lab or the classroom for each student to complete a slide by keyboarding the words. The teacher will:   * Demonstrate using the shift key for upper-case letters. * Demonstrate entering a period at the end of each sentence. * Demonstrate using the space bar to create a space. * Demonstrate how to use the backspace key in case of a mistake.   **Guided Practice -** The teacher will share and discuss the exemplar PowerPoint and explain to the students that they will create a similar memory book to share with their parents and other classes in the school. The teacher will involve the students in designing the PowerPoint, including background, layout, color and font. With the support of the teacher, the class will decide on the final design, keeping it as simple as possible.  **Independent Practice –** Students will use writing from Day 1 to create the first page of their individual PowerPoint.  **Closure –** Revisit the I can statement. Have students use a writer’s checklist to make sure that their page is ready.  \*\*\*Teacher will need to add a digital picture for each student. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.  **L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **I Can Statement(s):**  I can determine the meaning of unknown words and phrases.  **Instructional Plan:**  Using prepared word cards, students will examine words and their definitions.  Words will be put on the ELA word wall for future reference. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| When you think of the word friendship what comes to your mind? Create a collage using pictures and words from magazines to reflect the topic. | | Struggling readers and writers may need to dictate their responses to the teacher or another adult when completing the story frame. Once the words have been entered into the blank story frame, these students should be able to complete the remainder of the activity.  The teacher can support students who are struggling with keyboarding skills by typing in a few words and then letting them work on the task independently for a few words. S/he may need to rotate back around to support the student frequently. | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** The teacher will use the ‘Rubric for Creating a Digital Memory Book’ as an informal assessment. Students will also be observed on a daily basis to determine their level of understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*